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ABSTRACT

A set of instruments are provided that were designed to assess student attitudes toward their learning experience in terms of course content, teaching methodology, instructor effectiveness, and the extent of learner involvement. Specifically, the six instruments assess: (1) quick general impressions; (2) student opinion of course content; (3) student opinion of instructional methods; (4) personal reactions to various classroom activities; (5) student evaluation of his/her own input; and (6) student opinion of the instructor. The booklet, organized around the six instruments, first discusses the administration of the instruments and makes suggestions about instructions for the students. The semantic differential technique employed in the quick general reaction form (#1 above) is then discussed, followed by interpretation information to be used in analyzing responses to each of the instruments. An outline is then presented which shows the relationships among the six instruments and enables the instructor to categorize the attitude assessment of the forms according to what is being taught, how the course is being taught, who is teaching, and how involved the student is. Finally, the booklet provides forms to be used in tallying responses to each of the instruments. (JP)

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ASSESSING STUDENT OPINIONS OF THE LEARNING EXPERIENCE

(Preliminary Edition)

by

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TABLE OF CONTENTS

		Page
	Introduction	
	Part A - Administering the Instruments	
I.	Usage Suggestions	1
II.	Form A - Quick Impressions	2
III.	Form B - Student Opinion of Course Content	3
IV.	Form C - Student Opinion of the Instructional Methods	4
V.	Form D - Reactions to Learning Experiences	6
VI.	Form E - Student Self-Evaluation	8
VII.	Form F - Student Opinion of Instructor	9
	Part B - Analyzing the Results	
I.	Interpretation Information - Student Reaction Forms	11
II.	Relationship Among Forms	15
III.	Force Field Analysis	17
IV.	Summary Forms A-F	18
V.	User Comments	31

Introduction

What we have provided in this packet is a variety of instruments designed to assess the learner's attitude toward the teaching-learning process. That is, what is being taught in the course, how it is being taught, who is doing the teaching, and the extent of learner-involvement in the process.

This booklet is organized around the instruments themselves. Part A deals with the administration of the instruments, and Part B concerns interpretation of the results. The instruments are designed to produce information for your thought and discussion with others. No attempt has been made to generate data for developing reliability and validity. This booklet is not a discourse on psychometrics. If you are interested in such questions as reliability, validity, and test construction we would recommend: Anastasi, A., Psychological Testing (4th ed.) 1970; and Bloom, Hasting and Madaus, Handbook on Formative and Summative Evaluation of Student Learning, 1971.

You may want to use all the instruments as a "battery" or just one or two individually to assess a particular aspect of the teaching-learning process. These tests are not intended to replace your direct personal contact with students in determining their opinions. They are, however, intended to assist this contact by providing the student anonymity in giving you feedback. Furthermore, the process of thinking through these tests will help cause awareness in a systematic orderly fashion for you and your students.

Each instrument has two blank items which are designed for your own personal use. You might add questions of particular interest to you, ask your students to write their own questions and answer them, or set up a student evaluation team to make up the additional questions and administer the opinionnaire.

PART A

ADMINISTERING THE INSTRUMENTS

I. USAGE SUGGESTIONS

Timing

As these instruments are written, the student should have experienced at least three class sessions. You might, however, ask that a student react to them prior to instruction by answering as to what they "expect" to occur in the course. Either way the assessment is meant to be done while there is still time to make changes rather than as a final evaluation of the course.

Student Instructions: A Suggestion

The instructor reads or paraphrases:

"You have before you six reaction forms which ask for your opinions. Most of you will be able to finish all of the instruments in less than 50 minutes. Please work carefully, but work from your immediate reactions. That is, don't get bogged down in lengthy considered judgments; your first judgments are what are desired. Your individual replies are always anonymous. As you finish one part, continue on to the next part. Specific directions are printed on the form for you to read before completing the form. Now are there any questions before we begin?"

As you read through the instrument packet, consider the following questions:

1. Which instrument will you use?
2. When will you use the instruments?
3. Who will write and/or administer the assessment?
4. How will you introduce the assessments?

Course Title _____

Instructor_____

II. FORM A

QUICK IMPRESSIONS

DIRECTIONS:

1. Respond to all items though some may not seem relevant.

2. Check between dots at the point closest to your immediate impression about this program.

3. Check as close to the word on either end of each line as is consistent with your impression.

Example: Cold___:____:____:____:____: X :____Warm

My overall immediate impression of this class is that is was . . .

IMPRACTICAL	_____:_____:_____:_____:_____:_____:_____	PRACTICAL
POWERFUL	_____:_____:_____:_____:_____:_____:_____	POWERLESS
SHARP	_____:_____:_____:_____:_____:_____:_____	DULL
COLD	_____:_____:_____:_____:_____:_____:_____	WARM
MOVING	_____:_____:_____:_____:_____:_____:_____	STANDING
STRONG	_____:_____:_____:_____:_____:_____:_____	WEAK
USEFUL	_____:_____:_____:_____:_____:_____:_____	USELESS
BAD	_____:_____:_____:_____:_____:_____:_____	GOOD
OUTSTANDING	_____:_____:_____:_____:_____:_____:_____	ORDINARY
RELEVANT	_____:_____:_____:_____:_____:_____:_____	NON-RELEVANT
UNDER-STANDABLE	_____:_____:_____:_____:_____:_____:_____	MYSTERIOUS
UNREALISTIC	_____:_____:_____:_____:_____:_____:_____	REALISTIC
CLEAR	_____:_____:_____:_____:_____:_____:_____	CONFUSING

Course Title_____

Instructor _____

III. FORM B

STUDENT OPINION OF COURSE CONTENT

DIRECTIONS: Please give your honest response. Circle one number which represents your immediate impressions about each statement. Read each item carefully.

Use this scale for rating:

1 - Strongly Disagree 2 - Disagree 3 - Tend to Disagree 4 - Tend to Agree 5 - Agree 6 - Strongly Agree

1.	Courses of this nature should be offered in the future.	1	2	3	4	5	6
2.	The objectives (or, what I was supposed to learn) in this course were not realistic for me.	1	2	3	4	5	6
3.	What I learned in this course will influence my future behavior.	1	2	3	4	5	6
4.	I would recommend the course to my friends.	1	2	3	4	5	6
5.	The content presented was applicable to my life or work plans.	1	2	3	4	5	6
6.	The course assignments had no value for me.	1	2	3	4	5	6
7.	I was bored in this course.	1	2	3	4	5	6
8.	What I learned in here I've been able to use in other settings.	1	2	3	4	5	6
9.	_____	1	2	3	4	5	6
10.	_____	1	2	3	4	5	6

Course Title_____

Instructor_____

IV. FORM C

STUDENT OPINION OF THE INSTRUCTIONAL METHODS

Directions: Read the items carefully. Please give honest responses. Circle the one number which represents your immediate impressions about each statement.

Use this scale for rating:

1 - Strongly Disagree 2 - Disagree 3 - Tend to Disagree 4 - Tend to Agree 5 - Agree 6 - Strongly Agree

1. When a topic was begun, I was given some reasons why it was important.	1	2	3	4	5	6
2. The objectives of this course were specific and clear.	1	2	3	4	5	6
3. The course assignments were reasonable in length.	1	2	3	4	5	6
4. I was tested to see if I had the necessary prior skills to succeed in this course.	1	2	3	4	5	6
5. I was able to read the materials selected for this course without any difficulty.	1	2	3	4	5	6
6. I was not required to go over materials again that I already knew.	1	2	3	4	5	6
7. The tests were fair and related to the objectives.	1	2	3	4	5	6
8. There were a variety of ways provided to learn the material (for instance, tapes, discussion, films, written materials, etc.)	1	2	3	4	5	6
9. There are not enough tests given in this course.	1	2	3	4	5	6
10. I knew what I had to do in this course to get a certain grade.	1	2	3	4	5	6
11. The outside assignments seemed unrelated to the course objectives.	1	2	3	4	5	6

12. The class activities seemed unrelated to the course objectives.	1	2	3	4	5	6
13. I was asked for information during the semester as to ways this course could be improved (as to ways I could learn better.)	1	2	3	4	5	6
14. There were too many tests given in this course.	1	2	3	4	5	6
15. I was able to learn well through using the methods and materials in this course.	1	2	3	4	5	6
16. The tests in this course were a real evaluation of the subject matter.	1	2	3	4	5	6
17. I like the way the course is organized.	1	2	3	4	5	6
18. _____	1	2	3	4	5	6
19. _____	1	2	3	4	5	6

Course Title_____

Instructor_____

V. FORM D

REACTIONS TO LEARNING EXPERIENCES

I. Complete the following sentences by identifying the classroom setting or incident associated with each item:

A. I felt most excited when . . .

B. I felt most anxious when . . .

C. I felt most angry when . . .

D. I felt most satisfied when . . .

E. I felt most frustrated when . . .

F. I felt most free when . . .

G. I felt most bored when . . .

H. I felt most important when . . .

I. I felt most listened to when . . .

J. _____

K. _____

II. What feature or features of the course did you gain the most from? (Please itemize and, where appropriate, give reasons.)

III. What feature or features of the course did you find unrewarding?

IV. What might have been done that was not done? Free-wheel and think of some things that you would have liked to do, tried out, or have presented?

V. Other reactions or comments.

Course Title _____

Instructor _____

VI. FORM E

STUDENT SELF-EVALUATION

DIRECTIONS: Read items carefully. Please give honest responses. Circle the one number which represents your immediate impressions about each statement.

Use this scale for rating:

1 - Strongly Disagree 2 - Disagree 3 - Tend to Disagree 4 - Tend to Agree 5 - Agree 6 - Strongly Agree

How I see myself and my performance in this course:

1. I sought out my instructor if I had problems with the course.	1	2	3	4	5	6
2. I sought out other students, or tutors, if I had a problem with the course.	1	2	3	4	5	6
3. I actively participated in class discussions and/or class projects.	1	2	3	4	5	6
4. I worked through the materials assigned.	1	2	3	4	5	6
5. I attended scheduled class sessions.	1	2	3	4	5	6
6. I really <u>didn't</u> get involved in this course.	1	2	3	4	5	6
7. I feel I did my best work in this course.	1	2	3	4	5	6
8. I put in over five hours a week outside of class preparing for this course.	1	2	3	4	5	6
9. I am doing (or plan to do) additional work in this subject area either by taking another class or by doing my own studying.	1	2	3	4	5	6
10. I expressed my ideas in this course.	1	2	3	4	5	6
11. _____	1	2	3	4	5	6
12. _____	1	2	3	4	5	6

Course Title_____

Instructor_____

VII. FORM F

STUDENT OPINION OF INSTRUCTOR

DIRECTIONS: Read the items carefully. Please give your honest response. Circle one number which represents your immediate impressions about each statement. Leave blank those questions you had no opportunity to observe.

Use this scale for rating:

1 - Strongly Disagree 2 - Disagree 3 - Tend to Disagree 4 - Tend to Agree 5 - Agree 6 - Strongly Agree

How I see and rate my instructor's performance:

1. The instructor demonstrated a sound knowledge of course subject matter.	1 2 3 4 5 6
2. The instructor seemed able to organize and present materials effectively.	1 2 3 4 5 6
3. The instructor was willing to answer student questions.	1 2 3 4 5 6
4. The instructor has an enthusiasm for teaching.	1 2 3 4 5 6
5. The instructor facilitated my doing my best work.	1 2 3 4 5 6
6. The instructor facilitated my doing my best work.	1 2 3 4 5 6
7. The instructor was willing to entertain my suggestions about methods, materials, or procedures.	1 2 3 4 5 6
8. The instructor did not tolerate differing student opinions.	1 2 3 4 5 6
9. The instructor displayed enthusiasm for the course content.	1 2 3 4 5 6

10. The instructor was available to students.	1	2	3	4	5	6
11. The instructor showed little or no interest in students.	1	2	3	4	5	6
12. The instructor was prompt in grading and returning student assignments and tests.	1	2	3	4	5	6
13. The instructor's office hours were inconvenient for me.	1	2	3	4	5	6
14. The instructor showed interest in me.	1	2	3	4	5	6
15. I would recommend this instructor to other students.	1	2	3	4	5	6
16. The instructor has a good sense of humor.	1	2	3	4	5	6
17. The instructor was flexible in modifying approaches when meeting obstacles.	1	2	3	4	5	6
18. I would rate this instructor high compared to other instructors I've had.	1	2	3	4	5	6
19. _____	1	2	3	4	5	6
20. _____	1	2	3	4	5	6

PART B

ANALYZING THE RESULTS

I. INTERPRETATION INFORMATION

Student Reaction Forms

Form A: Quick Impressions

The "Quick Impressions" list is an example of what is commonly called a semantic differential. Originally developed by Osgood (1957), the semantic differential represents a standardized and quantified procedure for measuring the quality and direction of feeling by the student toward a given concept, e.g. confusing/clear. Each dichtomized concept can then be grouped into one of four categories of evaluation: potency, understandability, practicality, evaluation. These four constructs serve merely to organize the ordered pairs in a manner which reflects students' attitudes in a general way.

The dichotomized terms used here have been employed in considerable research and the scale has construct validity. The instructor may thus feel comfortable in relying on the results of this student reaction form. After formulating an interpretation of the results of the semantic differential the instructor may decide to revise his/her teaching style to improve areas construed by students as ineffectual. He/she will also be able to use this instrument for confirming and continuing the positive elements of his/her teaching style. However, it must be understood that this semantic differential is not related to any measure of the student's academic aptitude or academic achievement.

In order to fully utilize the results of the "quick impressions" form the instructor should first tally all student responses to Form B together. The instructor will subsequently begin to develop a picture of how students feel about the utility of the course content as well as his/her teaching.

The four constructs of potency, evaluation, understandability and practicality, into which the 13 dichotomized pairs are grouped are defined

more specifically as follows:

The potency construct allows the instructor to understand how the students feel about her/his "instructional character". Character, in this sense, relates to the instructor's charisma, strength, effectiveness, and impact as a human being on the students in the classroom. A cluster of student responses around the words "powerful," "strong," and "moving" reflect connotations of strength of character and personal worth.

The evaluation construct directly relates to what actually takes place in the classroom. Specifically, student attitudes here reflect feelings toward classroom interaction, use of varied instructional strategies and teaching styles. Clusters around the words "outstanding," "warm," and "good" are indications that the classroom environment created by the instructor was perceived to be conducive to positive learning experiences.

The understandability construct zeroes in on the course content. Student attitudes toward textbooks, outside readings, audio-visual materials and the subject matter fo classroom discussions are reflected in their responses. That course content is being comprehended by students is revealed by clusters around the words "understandable," "clear," and "sharp."

Practicality as a construct is quite useful for the community college instructor who queries the relevance of his/her course. Practicality relates how practical, useful, realistic and relevant the course is for the student. Clusters around the words "useful," "practical," "realistic," and "relevant" reflect that the course is applicable to student needs.

For a graphic visualization of the "quick impressions" construct the instructor can plot his/her average (or more frequent) scores on the chart found in Section V: Student Profile Summary Forms.

Part B: Student Opinion of Course Content

Parts A and F of this set of Student Reaction Forms address the distinction between curriculum (what is being taught) and instruction (how the subject matter is taught). Part A assesses the extent to which the student believes the content of the course is relevant to his/her personal and work related goals.

Part C: Student Opinion of the Instructional Methods

This part of the Student Reaction Form measures the student's perception of the quality of the instructional methodology of the course. This instrument contains items related to course objectives and policies (2,10) testing and student placement in the course sequence (1,4,6,8,9,14,17) learning activities (3,5,8,11,12,15) revision of the instructional program (13). The instructor may want to use this part as a diagnostic instrument to revise portions of his/her instructional program.

Part D: Reactions to Learning Experiences

This instrument provides for spontaneous, feeling-level answers. The instructor who uses this form should be aware of its confrontive nature. It is useful if there has been climate developed which admits and values feeling expression.

Part E. Student Self-Evaluation

Evaluation instruments tend to be worded to place the sole responsibility for the success or failure of a course on the instructor. This instrument asks the student to assess the level of his participation in the course: Was he/she actively involved? Did he/she share the responsibility

for the success or failure of the course with the instructor? It is often easy for a student to end a course with extreme negative ("I was never listened to" or "My instructor failed me") or extreme positive feelings ("He/she really taught a great course") without assessing what responsibility he/she has for his/her own excitement or disillusionment. This instrument addresses the idea of shared responsibility for learning.

Part F: Student Opinion of Instructor

The instructor may want to tally the results of these responses for an entire class profile, for which each statement should then be viewed separately. Statements here are worded in a manner requiring students to attend to the positive or negative quality of the statement. A student whose answers are all sixes (6) or ones (1) may not have carefully read the questions.

II. RELATIONSHIP AMONG FORMS

The Student Reaction Forms (Parts A, B, C, D, E, F) in this packet have been designed to assist you in interpreting student attitudes towards you (the instructor). the course content, the instructional methods, (how to teach the course) and the student's involvement in the course. Often, the Student Reaction Forms contain a combination of assessments of student attitudes, i.e. attitudes towards teaching style and instructor evaluation could be found in one form. Therefore, for your convenience, the following outline has been included to categorize the attitude assessment of the forms according to what is being taught, how the course is being taught, who is teaching, and how involved the student is.

What is being taught in the classroom. The relevance, interest level, import, etc. of the course content is evaluated by:

Student Reaction Form - Part A
"Quick Impression" (understandability)

Student Reaction Form - Part A
"Quick Impression (practicality)

Student Reaction Form - Part B
"Student Evaluation of Course Content"

Student Reaction Form - Part D*

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*The Reactions to Learning Experiences" form has been included in all four areas. The authors believe the student's attitudinal response to the learning experience would be a response to all components. Student response to this form can be viewed as a "whole" response to the learning environment created by the instructor, the instructor's teaching methods, the course content, and the student's involvement.

How the course is being taught. Use of different instructional strategies, teaching styles, learning activities, etc. is evaluated by:

Student Reaction Form - Part A
"Quick Impression" (evaluation)

Student Reaction Form - Part C
"Student Opinion of Instructional Methods"

Student Reaction Form - Part D
"Reactions to Learning Experiences"

Student Reaction Form - Part F
"Student Opinion of Instructor"

Student Involvement in the Course. The willingness of the student to assume responsibility for the course with the instructor is evaluated by:

Student Reaction Form - Part D
"Reactions to Learning Experiences"

Student Reaction Form - Part E
"Student Self-Evaluation"

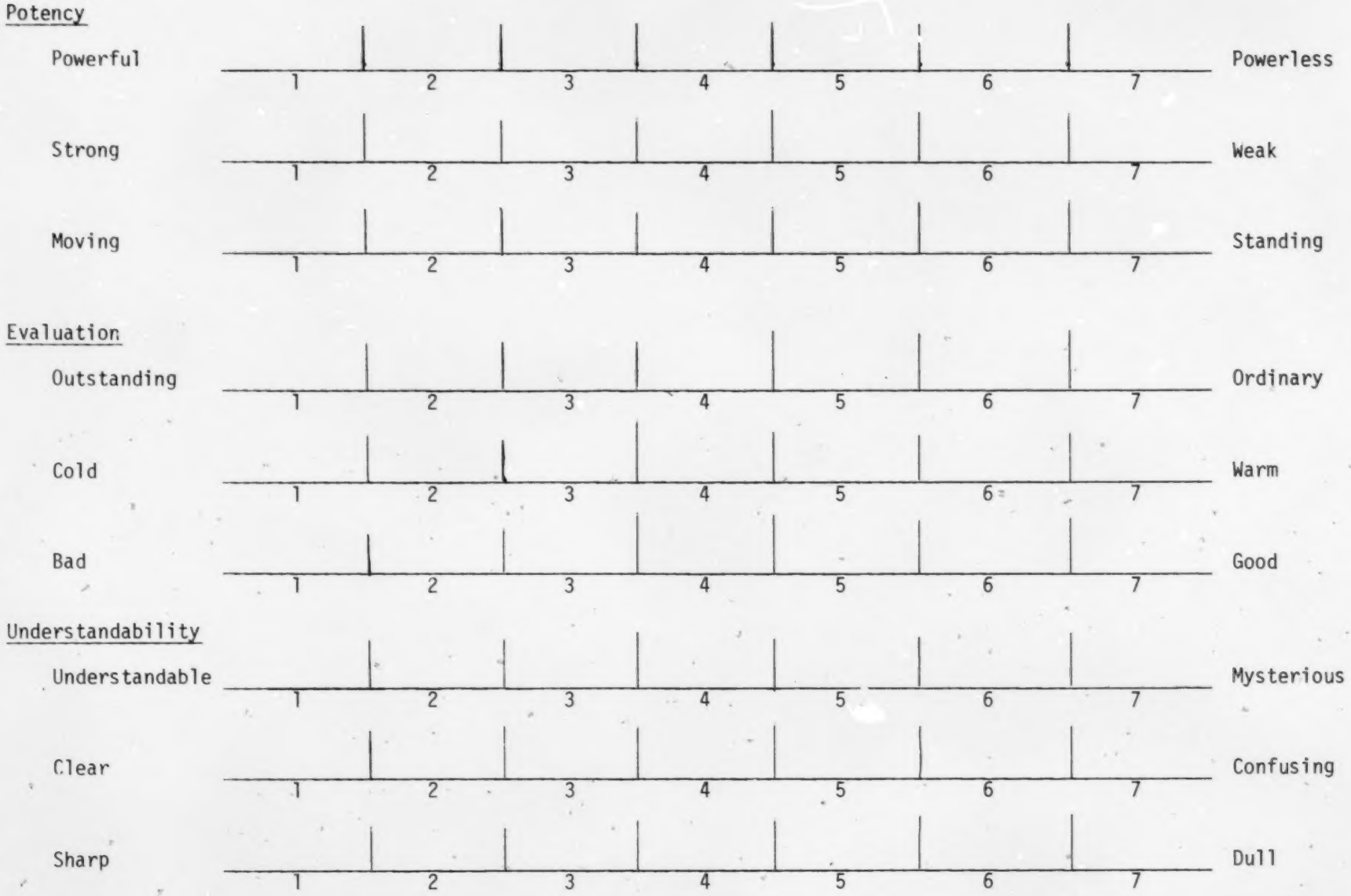
III. FORCE FIELD ANALYSIS

Now that you have chosen the instruments you will use, made the assessments and looked at the feedback systematically, what will you do about it?

For personal problem-solving and systematic analysis and planning for change, we recommend the force field analysis developed by the National Training Laboratory as one process for moving from awareness to action. A simple format can be found in Implementing Personalized Instruction, A Systematic Approach by Barbara P. Washburn (Kendell/Hunt Pub. Co., Dubuque, Iowa, 1975.) Basically the force field analysis helps you identify the problem, the forces which inhibit and facilitate change, the resources available for change, and a strategy to bring about change consistent with your particular circumstances and analysis.

SUMMARY

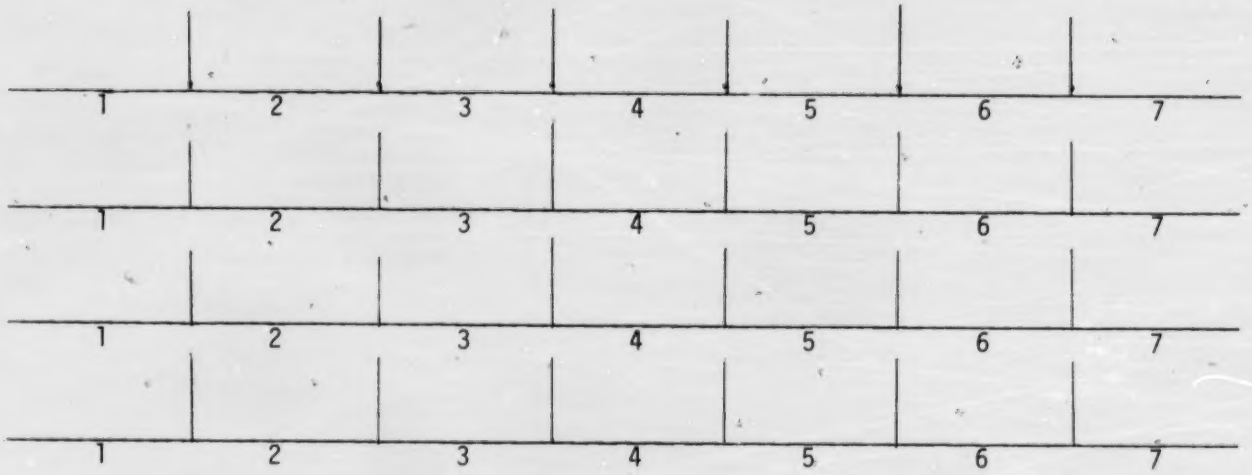
Form A -- Quick Impressions



SUMMARY

Form A (Continued)

Practicality



Form A: QUICK IMPRESSIONS SUMMARY DIAGRAM

The instructor may use this diagram to plot her/his averaged scores from the Student Profile For, Part B. This plotting will reflect the instructor's areas of strength and weakness at a glance, in regards to the constructs of Potency, Evaluation, Understandability and Practicality.

DIRECTIONS: Take the numerical average of each word and fill the corresponding square. Notice that the pairs of words are not in the same sequence as they are on the quiz, but that the positive values are all grouped together at the top of the chart. (e.g., an average of 1 on powerful, fill in top square; an average of 7 on useless, fill in the bottom square; an average of 1 on cold, fill in bottom square.)

	1	2	3	4	5	6	7		
powerless								powerful	POTENCY
weak								strong	
standing								moving	
ordinary								outstanding	EVALUATION
cold								warm	
bad								good	
mysterious								understandable	UNDERSTANDABILITY
confusing								clear	
dull								sharp	
impractical								practical	PRACTICALITY
useless								useful	
unrealistic								realistic	
non-relevant								relevant	

29

30

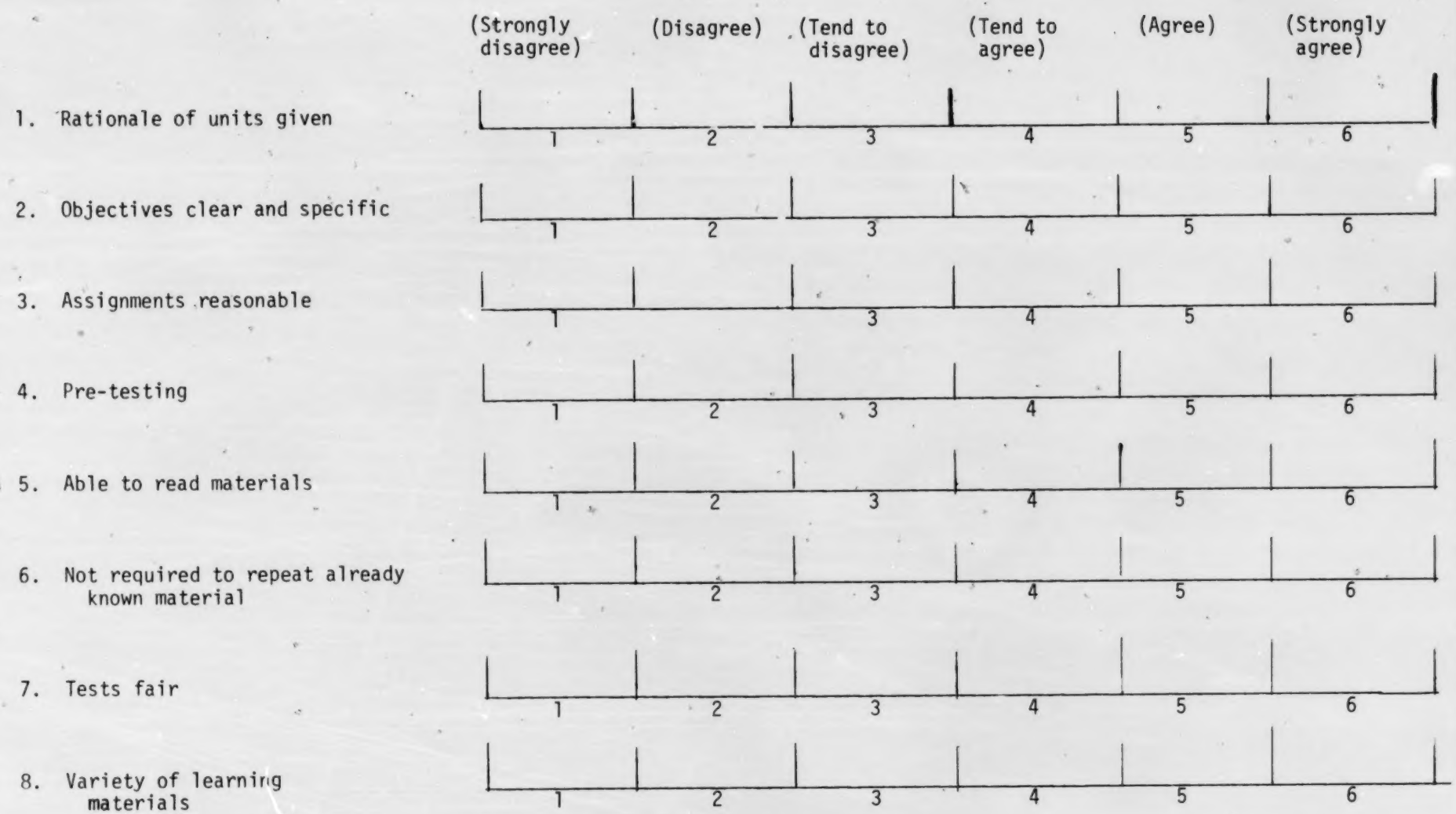
SUMMARY

Form B -- Student Opinion of Course Content

	(Strongly disagree) 1	(Disagree) 2	(Tend to disagree) 3	(Tend to agree) 4	(Agree) 5	(Strongly agree) 6
1. Future Courses						
2. Objectives not realistic						
3. Course Influence						
4. Recommend to friends						
5. Content not applicable						
6. Course assignments no value						
7. Bored						
8. Use in other settings						
9. _____						
10. _____						

SUMMARY

Form C -- Student Opinion of the Instructional Methods



SUMMARY

Form C -- Continued

	(Strongly disagree) 1	(Disagree) 2	(Tend to disagree) 3	(Tend to agree) 4	(Agree) 5	(Strongly agree) 6
9. Too few tests						
10. Grade requirements clear						
11. Outside assignments unrelated						
12. Class activities unrelated						
13. Student input during semester						
14. Too many tests						
15. Able to learn using course materials						
16. Test real evaluation of subject						

SUMMARY

Form C -- Continued

	(Strongly disagree)	(Disagree)	(Tend to disagree)	(Tend to agree)	(Agree)	(Strongly agree)
17. Well-Organized	1	2	3	4	5	6
18. _____	1	2	3	4	5	6
19. _____	1	2	3	4	5	6

SUMMARY

Form D -- Reactions to Learning Experiences

I.

A. I felt most excited when . . .

B. I felt most anxious when . . .

C. I felt most angry when . . .

D. I felt most satisfied when . . .

E. I felt most frustrated when . . .

F. I felt most free when . . .

G. I felt most bored when . . .

H. I felt most important when . . .

I. I felt most listened to when . . .

J. _____

K. _____

Summary Form D
(Continued)

II. What feature or features of the course did you gain the most from? (Please itemize and, where appropriate, give reasons).

III. What feature or features of the course did you find unrewarding?

IV. What might have been done that wasn't done? Free wheel and think of some things that you would have liked to do, tried out, or have presented?

V. Other reactions or comments?

SUMMARY

Form E -- Student Self-Evaluation

	(Strongly disagree) 1	(Disagree) 2	(Tend to disagree) 3	(Tend to agree) 4	(Agree) 5	(Strongly agree) 6
1. Sought out instructor if had problems with course.						
2. Sought out others if had problems with course.						
3. Actively participated						
4. Worked through assigned materials						
5. Attended class sessions						
6. Didn't get involved in course						
7. Did my best work						
8. Put in over five hours a week outside of class						
9. Doing or planning to do additional work in subject field						
10. Expressed ideas in course						
11. _____						
12. _____						

SUMMARY

Form F -- Student Opinion of Instructor

	(Strongly disagree) 1	(Disagree) 2	(Tend to disagree) 3	(Tend to agree) 4	(Agree) 5	(Strongly agree) 6
1. Sound knowledge of subject matter						
2. Unable to organize and present material effectively						
3. Willing to answer student questions						
4. Enthusiasm for teaching						
5. Unwilling to concede errors						
6. Able to facilitate doing best work						
7. Did not tolerate differing opinions						
8. Willing to entertain						
9. Enthusiasm for course content						
10. Available to students						

SUMMARY

Form F -- (Continued)

	(Strongly disagree) 1	(Disagree) 2	(Tend to disagree) 3	(Tend to agree) 4	(Agree) 5	(Strongly agree) 6
11. Little interest in students						
12. Prompt in grading and returning assignments						
13. Office hours inconvenient						
14. Showed little interest in me						
15. Would recommend instructor to others						
16. Sense of humor						
17. Flexible in approach						
18. Rate high compared to others						
19. _____						
20. _____						

VIII. USER COMMENTS:

Revision and Evaluation

We would appreciate your thoughtful evaluation of this unit.

A. I found this unit to be:

Practical____:____:____:____:____: Impractical

Provocative____:____:____:____:____ : Dull

Useful ____:____:____:____:____: Useless

Clear ____:____:____:____:____: Cloudy

Tough ____:____:____:____:____: Easy

B. How helpful was/were:	Extremely Helpful			Not Helpful At All		
1. The unit overall	1	2	3	4	5	6
2. The objectives	1	2	3	4	5	6
3. The learning activities	1	2	3	4	5	6
4. The readings	1	2	3	4	5	6

C. What I liked most was:

D. What I liked least was:

E. I would improve the unit by:

F. I developed these additional learning activities:

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